

**STUDENTS' PERCEPTION ON TRANSLATING DIFFICULTIES
ENGLISH TEXT INTO BAHASA INDONESIA**

**(A Study at Sixth Semester of English Education Study Program of Fkip
Universitas Bengkulu in the 2011/2012 Academic Year)**



By:

AHMAD FAJRIN

AIB009051

**STUDY PROGRAM OF ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BENGKULU**

2014

APPROVAL
STUDENTS' PERCEPTION ON TRANSLATING
DIFFICULTIES ENGLISH TEXT INTO BAHASA
INDONESIA

**(A Study at Sixth Semester of English Education Study Program
of Fkip Universitas Bengkulu in the 2011/2012 Academic Year)**

THESIS

BY:

AHMAD FAJRIN

A1B009051

APPROVED BY

Supervisor

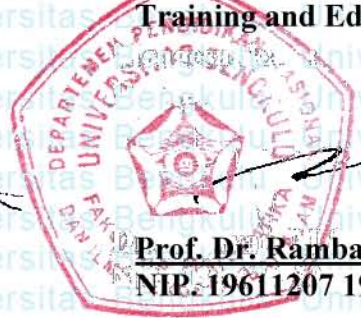
Co-Supervisor


Drs. Alamsyah Harahap, M.Lib
NIP. 19600517 198312 1 001


Drs. Barnabas Sembiring, M.Si
NIP 19541126 198601 1 002

**The Dean of Faculty of Teachers'
Training and Education**

**Department of Language and Arts
Chairperson**


Prof. Dr. Rambat Nur Sasongko, M.Pd.
NIP. 19611207 198601 1 001


Dra. Rosnasari Pulungan, M.A.
NIP. 19540323 198403 2 001

APPROVAL
STUDENTS' PERCEPTION ON TRANSLATING
DIFFICULTIES ENGLISH TEXT INTO BAHASA
INDONESIA

**(A Study at Sixth Semester of English Education Study Program
of Fkip Universitas Bengkulu in the 2011/2012 Academic Year)**

THESIS

BY:


AHMAD FAJRIN

A1B009051

**Has been examined by the examining board of the English Language
Education study program of FKIP UNIB on June, 27th 2014 at Dekanat FKIP
Building**


Principal Examiner

Co- Principal Examiner


Drs. Alamsyah Harahap, M.Lib
NIP. 19600517 198312 1 001

Examiner I


Drs. Azwandi, M.A
NIP. 19580722 198803 1 004


Drs. Barnabas Sembiring, M.Si
NIP 19541126 198601 1 002

Examiner II


Zahrida, S.S., M.Hum
NIP. 19740701 200003 2 001

Motto

Motto:

- ❖ Don't let the fear of losing be greater than the excitement of winning (Robert Kiyosaki)
- ❖ Your future is determined by what you start today.
- ❖ The champions are those who still believe in the dream even if others do not believe it,
- ❖ The best revenge for the people who have insulted you is the success that you can show them later.

Dedication:

- ❖ Thanks to Allah SWT for everything He has done for me that has given me this great success and happiness in my life
- ❖ My beloved parents "santoni and raudha " thank you for your love, big love, motivation, and everything so much always along my life. Words can't express how I love you.
- ❖ My beloved brother and sister (Felly and putri) thank you for your love and support.
- ❖ My lovely Novy Deranasari, thank you for giving me the best love, thank you that you're always with me in happiness and sadness. I will remember all that you've done for me. You're part of my beautiful days.
- ❖ My best friends ayat, exo saputra, Cahyo , exo rahmadi, egi, mas taufik, fenza mon, ucok, dhanar, mamex, satria, ucil, who always cheer me up, support me, care of me and help me, and also my classmate in EDSA 09 and all of my friends that can't mention one by one thanks for a lot of memories that are unforgettable.
- ❖ My beloved family
- ❖ My best friends in community photographer "The Hunter Club" thank you for motivation.
- ❖ My alma mater.

ACKNOWLEDGMENT

Alhamdulillah, first and foremost the researcher would like to honour to Allah S.W.T for giving his strength and chance to finish this thesis which is entitled ” *Students’ Perception on Translating Difficulties English Text Into Bahasa Indonesia (A study at Sixth Semester of English Education Study Program of Fkip Universitas Bengkulu in the 2011/2012 Academic Year)*”. This written to fulfil one of the requirements for “sarjana” degree in language teaching and learning at the English Education Study Program of Universitas Bengkulu.

In this opportunity, the researcher would like say thanks to many people assisted during completing this thesis. The researcher would like to say thanks to:

1. Drs. Alamsyah Harahap, M.Lib as the supervisor and Drs. Barnabas Sembiring, M.Si as the Co-Supervisor, for giving the useful supervision, guidance and constructive ideas during the process of completing this thesis.
2. Prof. Rambat Nur Sasongko, M.Pd. as the Dean of Teacher Training and Education Faculty of UNIB for his help and support.
3. Dra. Rosnasari Pulungan, M.A. as the Head of Language and Arts Department for her help and support.
4. Drs. Syafrizal S, M.A. as the Head of English Education Study Program for his help and support.
5. Drs. Arasuli.M.Si. as his academic supervisor for help and support.
6. All the lecturers in English Education Study Program for their help and support.
7. The big family of English Department Student Association (EDSA) for being part of the researcher’s college life.

8. All the people that indirectly help the researcher during the completion of this thesis.

The researcher had tried his best for this thesis. He realized that there were some mistakes in this research. Finally, the researcher sincerely accepts critics and suggestions dealing with this research.

Bengkulu, June 2014

The researcher

ABSTRACT

Fajrin, Ahmad. 2014 . *“Students’ Perception on Translating Difficulties English Text Into Bahasa Indonesia (A study at Sixth Semester of English Education Study Program of Fkip Universitas Bengkulu in the 2011/2012 Academic Year)”*. Thesis, English Language Education Study Program, Education and Teacher Training faculty, Bengkulu University. Supervisor Drs. Alamsyah Harahap, M.Lib, and Co supervisor : Drs. Barnabas Sembiring, M.Si

Abstract- This study is aimed at describing student perception of factor that cause difficulties in translating English text into Bahasa Indonesia at the Sixth Semester of English Department Student of Universitas Bengkulu in The Academic Year 2011/2012. The population of this research comprised of sixth semester students, in which there were 81 students. The instruments of this research used questionnaire and interview. the data were analyzed by using percentage formula. The result of the research showed that factors that caused the sixth semester of English Department Students of Universitas Bengkulu had difficulties in translating English text into Bahasa Indonesia, were : 1. In linguistic factors, most of the knowledge and understanding of the students about phrase (22,5%) in translating were still less, and 2. Non linguistic factors, most of the knowledge and understanding of the students in translating texts that was related to chemistry is (53 %), technical is (46,47), medical is (45 %) were still less too.

Key word : Translation, Student Difficulties.

ABSTRAK

Fajrin, Ahmad. 2014 . *“Students’ Perception on Translating Difficulties English Text Into Bahasa Indonesia (A study at Sixth Semester of English Education Study Program of Fkip Universitas Bengkulu in the 2011/2012 Academic Year)”*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bengkulu. Pembimbing utama Drs. Alamsyah Harahap, M.Lib, and Pembimbing Pendamping: Drs. Barnabas Sembiring, M.Si

Abstrak- tujuan dari penelitian ini mengetahui pandangan siswa terhadap permasalahan yang dihadapi dalam menterjemahkan Bahasa Inggris kedalam Bahasa Indonesia pada siswa semester enam fakultas Fkip Bahasa Inggris di universitas Bengkulu tahun ajaran 2011/2012. Pulpulasi dari penelitian ini adalah siswa yang telah selesai mengambil mata kuliah translation yaitu 71 siswa. Data yang diambil menggunakan instrument kuesioner dan interview. data di analisis dengan menggunakan formula persentasi. Dari data penelitian, hasil dari data penelitian menunjukkan bahwa factor yang menyebabkan siswa kesulitan dalam menterjemahkan Bahasa Inggris kedalam Bahasa Indonesia adalah : 1. In linguistic factors, siswa mengalami permasalahan dan pemahaman tentang ungkapan (22,5%) di dalam menterjemahkan teks Bahasa Inggris masih kurang, dan 2. Non linguistic factors, siswa mengalami permasalahan dan pengetahuan dan pemahaman menterjemahkan teks tentang kimia adalah (53 %), tehnik adalah (46,47), dan kedokteran is (45 %) masih kurang.

Kata kunci :menterjemahkan, kesulitan siswa.

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
LIST OF APPENDICES	v

CHAPTER 1: I INTRODUCTION

1.1 Background of the Problem	1
2.2 Problem of the Research	2
1.3 Objectives of the Research	2
1.4 Significance of the Research.....	2
1.5 Limitation of the Research.....	3
1.6 Definition of Key Term	3

CHAPTER II: LITERATURE REVIEW

2.1 Definition of Translation	5
2.2 Type of Translation	7
2.3 The Process of Translation	8
2.4 The Principles of Translation	9
2.5 The Procedure of Translation	9
2.6 Translating the Literary Work	13
2.7 The Difficulties in Translating Texts from English into Bahasa Indonesia	15
2.8 The Factors that Cause Students' Difficulties in Translating English Text into Bahasa Indonesia	16
2.9 the Previous Studies Of Translation	18

CHAPTER III METHODOLOGY

3.1 Research Design	19
3.2 Population and Sample	19
3.2.1. Population	19
3.2.2. Sample	20
3.3 Instrumentation	20
3.4 Techniques of Collecting Data	21
3.3.1 Questionnaire	21
3.3.2 Interview	21
3.5 Try Out Questionnaire	22
3.5.1 Validity.....	22
3.5.2 Reliability.....	22
3.6 Data Analysis Technique	24
3.7 Procedure of Research	24

CHAPTER IV: RESULT AND DISCUSSION

4. 1. Result	27
4. 2. Discussion	34

CHAPTER V: CONCLUSION AND SUGGESTION

5. 1. Conclusion	37
5. 2. Suggestion	48

REFERENCES	39
-------------------------	----

APPENDICES	40
-------------------------	----

LIST OF TABLES

- Table 1** : The number of Students' difficulties in linguistic and Non linguistic problem
.....
- Table 2** : The Number of Students' Difficulties in Non- Linguistics Problem.
- Table 3** :The Number of Students' Difficulties in Linguistics Problem.

LIST OF APPENDICES

- Appendix 1** : Kisi-Kisi Kuisioner
- Appendix 2** : Distribution of Item try out questionnaires
- Appendix 3** : Try Out Kuisioner
- Appendix 4** : The Validity Questionnaires
- Appendix 5** : Table of Respondents Answer the Questionnaires.
- Appendix 6** : The Result of Questionnaire
- Appendix 7** : The number of students' difficulties in Linguistics Problem.
- Appendix 8** : The number of student difficulties in non linguistic and linguistic factors.
- Appendix 9** : The Interview Questions
- Appendix 10** : The Interview Answer

CHAPTER I

INTRODUCTION

1.1 BACKGROUND

English become the international language that is used to communicate worldwide. As a result, mastering English becomes the need for all people who want to access an updated information and science development in all fields. It is easy to understand, since almost all of the newest publication is published in English. Books, magazine, journals, internet site pages, and many other publication media are mostly written in English. It is the reason why most of people must learn English.

Some people encounter problems when they read English publications, especially for people in a country where English is regarded as the foreign language as in Indonesia. In our country, the number of people who are able to understand English – even only in written form – is still very low. This condition contributes a significant factor in our national education. The inability to access written English information becomes one of the problems that causes, Indonesian people unable to access updated information. Consequently they can be left behind.

Nowadays translating activities continue to be more important practices, especially in Indonesia and in approaching globalization era translation activity has a large benefit in developing knowledge or science as well as in international exchange of culture. Translation does not only transform one language to another on, but also give right information to convey its content well. In this case, foreign literature influences much toward Indonesian literature because they are closely related to each other scientifically.

Translation has a large scope of coverage. They need not only high quality of knowledge in linguistics, but also the whole aspect of communication, such as knowledge, culture, stylistic values etc. therefore, Translation has a high level of complexity and difficulty.

In English department of Universitas Bengkulu, translation course is one of the compulsory subjects that must be studied by the students. According to the students who has passed the class, stated that “This course has a high degree of difficulty in learning it, such as many unknown new vocabulary, how to use helpful tools (dictionary, textual), too dependent on dictionaries”.

Meanwhile, there are many concepts of translation. Nina and Taber (1982) define that translation is reproducing language to the closest natural equivalent of the source language message, firstly is in term of meaning and secondly in term of style. Moreover, Larson (in Djuharie 2005:12) states that translation is a form of changing from source language into target language. According to the definitions of translation above, it can be concluded that translation is the study of how to translate one language (source language) into another one (target language).

Based on the challenging information above, it is important to find out the Students’ Perception on Translating Difficulties English Text Into Bahasa Indonesia (A study at Sixth Semester of English Education Study Program of Fkip Universitas Bengkulu in the 2011/2012 Academic Year. The researcher chooses the sixth semester students of English Department of Universitas Bengkulu since translation class is offered and taken in the fifth semester, so it is expected that students as this research respondent still remembers the knowledge in doing translation.

1.2 Problem of the Research

In this research, the researcher formulated the research problem as follows:

What are the *Students' Perception on Translating English Text Into Bahasa Indonesia (A study at Sixth Semester of English Education Study Program of Fkip Universitas Bengkulu in the 2011/2012 Academic Year* difficulties in translating English text into Bahasa Indonesia faced by the sixth semester students of English department at Bengkulu University in the academic year 2011/2012?

1.3 Objectives of the Research

The objective of this research was to search and describe the difficulties and their cause in translating English Texts into Bahasa Indonesia, among the sixth semester students of English department in the academic year of 2011/2012.

1.4 Significance of the Research

The result of this research was expected to be useful as a contribution for teaching English process in the English department of Bengkulu University, especially in the translation subject course.

1.5 Limitation of the Research

This research was limited in investigating as follow:

1. Students' perception on translation difficulties in translation subject and their causes among English students at English department of universities of Bengkulu.
2. The research objective focused on the sixth semester students of English department in the academic years of 2011/2012.

1.6 Definition of Key Terms.

Translating : The activity of transferring a meaning (content and culture) from the source language into the target language.

Difficulties : Something not easily done, accomplished, comprehended, or solved.

CHAPTER II

LITERATURE REVIEW

2.1 Definition of Translation

Translation is defined in various ways depending on the view completely carried by the person giving the definition. People may give a definition of translation as the transfer of meaning and a message from a source language (SL) into the target language (TL), or even based on a view that carries the translation as a process of cultural transfer. The following is an excerpt of some expert opinions on the definition of translation.

Levy stressed that the translation is a skill in which identity can be reflected in the form of translations of his opinions. Levy in his book *Translation as A Decision Process* (in quotes in Holidaja, 1993: 49) argues that translation is a creative process that provides opportunities for interpreters in the form of freedom or autonomy to find the exact equivalence in the context of the situation with significant autonomy in developing the skills and habit. He is free to develop the skills and habitual. He is free to be creative to interpret what has been written by the original author for not out of context.

Consistent with exposure to levy, Larson (1943: 3), in his book *Meaning - Based Translation: A Guide to Cross - Language Equivalence*, defines translation as a change in shape of the source language into the target language where meaning must be maintained to remain the same. He explained that the translation consists of tracing lesion, structure grammatical, communication situation, and cultural context of the source language, analyze it to determine the meaning, and then reconstructing the same meaning using the lexicon and grammatical structure that is reasonable in the recipient language. In other words, Larson broadcast that translation is a transfer of the meaning of the source language into the

language of the recipient, the meaning transferred into the recipient language through semantic structure and should remain the same even if the shape changes.

Newmark (1988:5) in his book *A Textbook of Translation* looks that translation is to unravel the discourse into another language as discourse that is intended by the author.

The next opinion from House, House in his book "*A Model for Translation Quality Assessment*" describes the definition of translation as a transfer of text in the source language semantics and pragmatics through equivalence into the target language (House in Hilidaja, 1993: 51). House differentiates meaning into two aspects, namely the semantic meaning and pragmatic meaning. Semantic meaning has close relation to denoted, which is based on dictionary meanings, while the pragmatic meaning associated with the connotations.

According Fosterin, in his book *Translation: Art Introduction*. He defines translation as the transfer of the contents of the discourse of the source language into the target language, not necessarily associate with the contents of the form (Foster the Hanafi, 1986). Based on this opinion, Foster indicates that what we are doing in translation should be able to transfer the contents of the message and should automatically be able to maintain the shape of the source language expression and style.

From more opinion can be in tensile red thread that the translation, both oral and written, gives emphasis is more on the meaning or message that is conveyed. Whether the translation results obedient on the shape language of source is not the fundamental thing, the most important thing is the results of translation has the intent and meanings that has equal precision with message in the source language, so there are similarities between source languages and target language. Wherein message constructed in the target language was exposed to reasonable to be accepted by the target language users.

Base on many information from experts, the researcher can be concluded, the translation is the activity of transferring a meaning (content and culture) from the source language into the target language.

2.2 Type of Translation

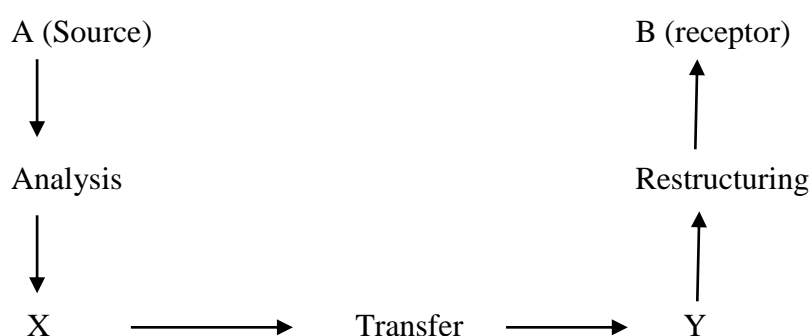
People translate texts for many different purposes. Different purposes also cause different type of translation. According Susan (2002:23), in her book “Translation Studies” There are some type of translation, such as:

- a. Literal translation, generally, literal translation focused on word or expression in Source Language (SL), which have the same meaning within Target Language.
- b. Dynamic translation. It consists of five elements: 1) Reproduce message, 2) the equivalent, 3) natural guidance, 4) the closed guidance, 5) meaning priority. This kind of translation avoids literal translation.
- c. Semantic translation. The attempt to reader, as closely as the semantic and syntactic structures of the second language allow the exact contextual meaning of the original. Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text.
- d. Communicative translation. It attempts to produce on its readers an effect as close as possible to that obtained itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer for foreign element into his own culture as well as his language where necessary.
- e. Aesthetic translation, the translator has to weigh the claims of ‘meaning’, against ‘form’. The writer own view, all abstract work or art has a meaning, which is sometimes more powerful than any of the more conventional versions of meaning and one has to make sense of an abstraction.

2.3 The Process of Translation.

To translate a text, a translator needs some process. Some experts classified it in many kinds of process based on their understanding about it. Newmark (1981:7) in his book “*Approaches to Translation*”, confronted that there are three basic translation processes:

1. The interpretation and analysis of the SL text.
2. The translation procedures, which may be direct, or on the basis of SL and TL corresponding syntactic, or through an underlying logical interlanguage.
3. The reformulation of the text to the writer’s intention, the readers’ expectation, the appropriate norms of the TL, etc. While Nida and Tabber (1982:33) described translation process as in the following diagram.



The system of translation consists of a more elaborate procedure comprising three strategies:

1. Analysis, in which the surface structure is analyzed in terms of the grammatical relationship and the meaning of the words and combination of words.
2. Transfer, in which the analyzed material is transferred in the mind of the translator from language A to Language B, and
3. Restructuring in which the transferred material is restructured in order to make the final message fully acceptable in the receptor language.

2.4 The Principles of Translation

Translation has some principles that confronted by the experts. The principles below are proposed by Duff (1989: 10-11)

- a. The translation should reflect accurately the meaning of the original text
- b. The ordering of the words and ideas in the translation should match the original as closely as possible.

2.5 The Procedures of Translation

There are some procedures of translation that exists, According to Newmark (1981:39) while translation methods relate to whole text, translation procedures are used for sentences and the smaller units of language. Those translation procedures are as follows.

1. Literal translation

Literal translation is the most important of the procedures. This is one-to-one structural and conceptual correspondence. It can include borrowing and word-for-word translation. This is a “coincidental” procedure, used when the SL term is transparent or semantically motivated and is in standardized language. Based on Vinay and Darblenet, literal is the direct transfer of an SL text into a grammatically and idiomatically appropriate TL text in which the translator’s task is limited to observing the adherence to the linguistic servitudes of the TL. For example: “President” is translated into “Presiden”

2. Transposition

Transposition is one of the common procedures used in translation. It is a translation procedure involving a change in the grammar from SL to TL. Transposition is the only translation procedures concerned with grammar and most translators make transposition intuitively. Vinay and Darbelnet confronted that transposition involves replacing one word class with another without

changing the meaning of the message. According to Newmark, transposition consists of four types of grammatical changes, those are:

- a) Automatic transposition and offers the translator no choice. For example, there are two types of it. First, the change from plural to singular, as “a pair of shorts” translated into “sepasang celana pendek.” Second, in the position of the adjective, example “beautiful dress” translated into “gaun yang indah “not “indah gaun”.
- b) Transposition, which is required when an SL grammatical structure does not exist in the TL. For example

SL : Kelas itu harus kamu ambil

TL : You should take that class.

The translation above shows that the object (Kelas) in SL is located forward. Although it is passive voice but this form is not exist in English language (TL). Another example shows that the adjective of the sentence is located in front of the subject:

SL : Bingung aku

TL : I'm confused

- c) Transposition which is the one where literal translation is grammatically possible but may not accord with natural usage in the TL. For instance, the SL adverb can be shifted into a TL adverbial phrase, as follows :

SL : I am here for the recognition of H1N1.

TL : Aku disini untuk mengenalkan virus H1N1.

- d) Transposition that is the replacement of a virtual lexical gap by a grammatical structure. Example :

SL : He is very pleasant, but his wife is arrogant.

TL : Ia sangat baik (Sekali), tetapi istrinya sangat sombong.

In short, transposition concerns the change of grammatical categories in translation. This procedure is the most frequent device used by translators, since it offers a variety of possibilities that help avoiding the problem of untranslatability.

3. Modulation

Modulation, Newmark wrote in his book “Vinay and Darbelnet coined the term “Modulation” to define “a variation through a change of viewpoint, of perspective and very often of category of thought.” In sum, modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. Yet, this procedure should better be avoided unless it is necessary for the naturalness of the translation. Modulation and transposition are two main processes in translation. They may take place at the same time. Newmark divided modulation into two types, as follows:

The first is obliged modulation: it is used when word, phrase, or structure was not having equivalence meaning in TL. Example: the *Lessor* and *Lessee* in Bahasa do not have a real equivalence meaning. *Lessor* means *orang yang menyewakan* and *Lessee* means *orang yang menyewa*.

The second type is free modulation that is used by translators when they reject literal translation. The modulation must be done by considering to a non-linguistic aspect. It is conducted to make the clearer meaning, or to make the TL text so natural and familiar.

On the other hand, for another general modulation example:

SL : I broke my leg

TL : Kakiku patah.

“I broke my leg” is translated into “kakiku patah” not “aku mematahkan kakiku” where the translation is changed followed the point of view of SL.

4. Adaptation

Adaptation: use of a recognized equivalent between two situations. This is a matter of cultural equivalence. This is a process when the other does not suffice. In adaptation, the translator works on changing the content and form of the SL in a way that conforms to the rules of the language and culture in the TL community. In general, this procedure is used as an effective way to deal with culturally bound words/expressions, metaphors and images in translation. Based on Vinay and Darbelnet, adaptation is a situational equivalence or the type of situation being referred to by the SL message is unknown in the TL culture. In such cases, translators have to create a new situation that can be considered as being equivalent. For example: “first class” translated into “kelas satu.” On the other hand, another example is on the beginning of the letter. English used to use *Dear Sir*, in bahasa it is translated into *Dengan Hormat*.

5. Borrowing

Borrowing is to adopt SL text when the TL has no equivalent for the SL text. It is a case where a word or an expression is taken from the SL and used in the TL, but in a “naturalized” form, that is, it is made to conform to the rules of grammar or pronunciation of the TL. It occurs when there is no changing meaning from SL into TL. It is caused by cultural aspect, language, and custom. Borrowing or usually called Loan translation is an adoption of a linguistic expression from one language into another, when no term exists for the new object, concept, or the state of affairs. For example are the words *vitamin* and *formula* where still defends in its original form.

6. Reduction

Reduction means the decrease of the SL text. In reduction procedure, the translator is more likely to reduce in the number of elements that form the SL. This procedure should respect the principle of relevance, that is, the translator should make sure that no crucial information is dropped in translation. Based on Newmark, it is called *contraction* means grammatical reduction. An example of reduction is in “science politique” is translated just into “politics” while “science” is not translated.

7. Explication

Explication is to express the explicit terms what is unclear in the source language. It also considered as an addition. To explicate means to unfold: to give a detailed explanation of or to develop the implications of. Explication is also defined as the act of making clear or removing obscurity from the meaning of a word or symbol or expression, the act of explaining: making something plain or intelligible.

2.6 Translating the literary work

According Hatim (2004:150) ,In translating literary works, the translator may face the linguistic, literary, aesthetic, and socio-cultural problems. The linguistic problems include the collocation and obscured syntactic structure. The aesthetic and literary problems are related with poetic structure, metaphorical expressions, and sounds, while the socio-cultural problems arise when the translator translates expressions containing the four major cultural categories: ideas, ecology, behavior, and products. Translating literary work is, perhaps always more difficult than translating other types of the text because literary works have specific values, aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words (diction), figurative language, metaphors, etc: while the

expressive function shall put forwards the writer's thought (or the process of thought), emotion, etc. In addition, the translator should try, at his best, to transfer these specific values into the TL.

Hillarie Belloc laid down six general rules for the translator of prose texts:

- 1) The translator should not “plod on,” word by word or sentence by sentence, but should ‘always’ “block out” his work’. By ‘block out’, Belloc means that the translator should consider the work as an integral unit and translate in sections, asking himself “before each what the whole sense is he has to render.”
- 2) The translator should render *idiom by idiom* ‘and idioms of their nature demand translation into another form from that of the original’.
- 3) The translator must render ‘intention by intention’, bearing in mind that the intention of a phrase in one language may be less emphatic than the form of the phrase, or it may be more emphatic. By ‘intention’, Belloc seems to be talking about the weight a given expression may have in a particular context in the SL that would be disproportionate if translated literally into the TL.
- 4) Belloc warns against *lex faux amis*, those words or structures that may appear to correspond in both SL and TL but actually do not, e.g. *demande-to ask*, translated wrongly as to *demand*.
- 5) The translator is advised to ‘transmute boldly’ and Belloc suggests that the essence of translating is ‘the resurrection of an alien thing in a native body’.
- 6) The translator should never embellish.

He does stress the need for the translator to consider the prose text as a structured whole whilst bearing in mind the stylistic and syntactical exigencies of the TL. He accepts that there is a moral responsibility to the original, but feels that the translator

has the right to significantly alter the text in the translation process in order to provide the TL reader with a text that conforms to TL stylistic and idiomatic norms.

2.7 The Difficulties in Translating Texts from English into Bahasa Indonesia

Ninda and Taber (1982) say that many factors are crucial to the process of translating and no explanation of translating can claim to be comprehensive if these factors are not systematically considered. Translation is a complex process, involving linguistic and non-linguistic factors. This research seeks to show how these factors constitute the main source of translation difficulties.

1. Linguistic Factors

Linguistic factors exert a direct and crucial influence upon the process of translation. Each of the linguistic factors, lexical, syntactic and textual, can interfere with translation. It can safely be assumed that interlingual differences constitute a main source of translation difficulties.

Other problems, include the sheer size of the undertaking, as indicated by the number of rules and dictionary entries that a realistic system will need, and the fact that there are many constructions whose grammar is poorly understood, in the sense that it is not clear how they should be represented, or what rules should be used to describe the meaning in translation process.

2. Non – linguistic Factors

Non – linguistic factor involves the knowledge in ideology, cultural, historical, political-social, chemistry, science, technical, biology, medical, agricultural, and economics.

Translating work to bridge the cultural gap between two worlds and make communication possible between different linguistic communities.

Every language in the world has its own characteristics. Therefore, when the source language and the target language are widely different in structure and cultural background, there cannot be an exact equivalent transfer of the source language into the target language. To overcome the differences in characteristics of these languages, translators are required to understand the structure of both the source and target languages. It can be said that translation is a complicated process encompassing both linguistic and non-linguistic problems. One aspect of the linguistic problems to be mastered by a translator is the structure, meaning the sequence of linguistic units that have relationship to each other. A translator who translates English text into Indonesian has to be competent in mastering both English and Indonesian language structure. It will make them capable in grasping the meaning embedded in the text accurately, and will allow them to transfer the same meaning correctly and appropriately using the suitable structure in the target language.

2.8 The Factors that Cause Students' Difficulties in Translating English text into

Bahasa Indonesia

In Translation process, the students often finds the difficulties. The problem in translation is to find out the equivalents of element in target language .because the structure of English deferent from Bahasa Indonesia.Bahasa.

Budiono (2007) says that the knowledge of translation is not enough as a modal to translate, but must supported by knowledge in certain field. It means, the ideal translator must mastered source language, target language and also the knowledge of the language that will be translated.

In translation process, a translator must have many dictionaries to know the meaning of words and idioms to get the match words in target language. In translating a language, students sometimes have problem with dictionary. Sakri (in Nurhayati 2010) says that dictionary sometimes is not showing the exact words that related in the sentence and it makes

a trap for a translator. Opan (2008) says that the translation is a modern knowledge that involves philosophy, linguistic, psychology and sociology knowledge and Mahmoud (1999) divided some criteria for good translation, they are : a translation must be easy to understanding, clear, not confused, idiomatic, and certainly can show the original meaning from the text that have translated. Opan (2008) add that the problem in translation can be divided into two problems, they are: linguistic problem and culture problem. Linguistic problem involves grammar, different vocabulary, and the meaning of each word. Culture problem involves related to form of different situation. Culture is the prime problem found by many people.

He also says that there are some abilities needed to be enquired to get a good translation, they are:

- Ability in reading and understanding text
- Ability in finding the meaning of a word
- Ability in analyzing the translation result
- Ability in arranging the sentence that have translated.

Antony (2008) says that the English express their ideas to follow linear line. It means that they are directly to the main problem to express something, not only reflected in their speech language, but also in written one.

Sometimes students have problems in understanding the forms and meaning of non idiomatic phrases. According Johan (2009:3) the non idiomatic phrases are made accordingly to the certain rules and the numbers are not limited, they are :Noun Phrases, eg: soft skin powder (bedak kulit yang halus), gerudium Phrase, eg: smoking to much (merokok terlalu banyak).

Djajanegara (In Mukhrizal,2008:329) says that there are linguistics and non-linguistics problems in translation. Those problem appear because there are differences between

language and culture. The English attentive on linguistics genre like 'he and she'. Both of them in Bahasa Indonesia have the same meaning of 'dia'. Burdah (2004:107) says that non-linguistic problem involves social politic, culture, history and ideology.

Mukhrizal (2008 :394) says that there are four general categories of students difficulties in translation, they are :

- Difficult to understand the meaning of word that not find in dictionary
- Difficult to translate the idiomatic phrases and collide with culture.
- Difficult to translate the long and complex sentence.
- and difficult to arrange the text in target language.

2.9 The Previous Studies Of Translation

There are some relevant studies to this research of translation, they are: Sari (2010), in her thesis "An Analysis of Students' errors in translating English Verbal Idioms Into Bahasa Indonesia (A Study at the Sixth Semester students of the English Study Program in the Academic Year of 2009/2010). This research aimed to investigate the students' errors and their strategies in translating English Verbal idioms into Bahasa Indonesia. The subject consist of 25 students. The result showed students' difficulties was to find out the suitable term with the context of the sentences and most of them translating English verbal idioms without concerning the suitable meaning with the idioms without concerned the suitable meaning with the idioms of the target language.

Julia Eka Rini (2007), in her thesis "Difficulties in Translating Texts for Beginner Translator Student " showed the Students still have difficulties in understanding the text and in restructuring it into good Indonesian language. They still need to do a lot of exercises in transferring the meaning of the words, group of words or sentences.

Rahayu (2002), in her thesis “ Translating Similes (A Study on the sixth Semester Student of English Study Program of Universitas Bengkulu in the Academic Year 2001/2002)” showed that 63,6% students difficulties in translating similes sentences.

From the previous research about translation difficulties, the researcher focused on finding the percentage of student difficulties translation, especially in linguistic problems and non-linguistic problem in department translating English Texts into Bahasa Indonesia, among the sixth semester students of English department in the academic year of 2011/2012

Chapter III

RESEARCH METHODOLOGY

3.1 Research design

The design of this research is descriptive-quantitative research, where the researcher will described some factors that cause the student's difficulties in translating English text into Bahasa Indonesia and its causes. Nawawi and martin (1994:7) stated descriptive method as procedure to solve the problem through describing object of the research base on fact finding.

Bryan in Brannen (2005:37) stated that quantitative methods could be used as facilitator in qualitative research. Qualitative method will describe percentage of every component in linguistics and non linguistics difficulties in translation. Emiz (2001:28) stated quantitative method is a research method which primary use paradigm constructivist view. The researcher used quantitative method to find out percentage of student difficulties translation. In addition, the researcher used interview to collect supporting data for the questionnaire.

3.2 Population and Sample

3.2.1 Population

The population of this research consisted of the sixth semester students of academic year 2011/2012 at English Department of University Bengkulu. It was regular class with 81 students. In this semester student passed the translation class. So it was expected the students had background knowledge about translation.

3.2.2 Sample

This research used all of the population sampling because the population was less than 100 (only 71 person). If the population is less than 100, it is better to take all of the population as the sample. However, if the population is more than 100 persons, we may take 15-20 % (Arikunto, 2006:134)

3.3 Instrument

The Instruments used to collect the data in this study of translation were questionnaire and interview. The researcher made questionnaire based on questionnaires grille (look appendix 2), and tryout questionnaire with a 22 item question (look appendix 3). Before the instrument was used to collect the data, the researcher had arranged the tryout questionnaires to get questionnaires validity and reliability.

The interview was used to know the strategies used by non-English students at Universitas Bengkulu. The researcher interviewed some of non-English students to get the data. The data was used to supporting the main instrument. This instrument was used to deepen the discussion about the research question of what student difficulties in translating English text into Indonesian, and what caused them to experience such difficulties, so that the data could help questionnaires.

This instrument was validated by an expert. The expert is not collaborator, but only defines the data conforming to the theory. The expert was Mrs. Zahrida, one of lecturers translation in English department program at Universitas Bengkulu. To see the interview question, it could be seen in appendix 11.

3.4 Techniques of Collecting Data

The primary data in this research was collected through questionnaire. The researcher firstly checked the validity and reliability before distributing the questionnaires to the students. For the supporting data, the researcher interviewed some students. The interview's purpose was to support the results from the questionnaire.

3.4.1 Questionnaire

Questionnaire instrument was used to find the percentage the student difficulties in translating English text into Bahasa Indonesia. Data retrieval technique was used by giving a set of questions or a written statement of the respondent to answer (Sugiyono, 2008:199). The measurement method is meant to determine the answer using a Like scale, the scale used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2008:132). Each question consists of 4 (four) categories of response options.

In order to get main specific data, the researcher used questionnaires. The questionnaires had number of items which were 14 items. Each item of the questionnaire has four alternative answers, which are symbolized by:

- 1 = often (sering)
- 2 = sometime (kadang - kadang)
- 3 = seldom (jarang)
- 4 = never (tidak pernah)

The respondents are supposed to answer one of the alternative answers that provided.

3.4.2 Interview

In this research, the researcher used interview as supporting instrument to support the questionnaire results. According to Ashshofia (2007,95), interview is a means to collect data by doing question and answer activity in spoken form to the subjects of the research or to another information that relates to the research problem. Start from here, Interview in this research is a supporting instrument to support the questionnaire results. Students were given some questions related to difficulties in translating English text into Bahasa Indonesia.

The interview also validated by an expert. The expert was not collaborator, but only defined the data conforming to the theory. The expert was Mrs. Zahrida one of lecturers study translation in English department program at Universitas Bengkulu.

Interview Questions.

1. Apa saja kesulitan-kesulitan yang anda temukan dalam menerjemahkan sebuah teks bahasa Inggris ke dalam bahasa Indonesia?
2. Seberapa sering anda menemukan kesulitan-kesulitan tersebut?
3. Mengapa hal tersebut menjadi kesulitan bagi anda dalam menerjemahkan teks bahasa Inggris ke dalam bahasa Indonesia?

Those three points of the interview were meant to help the researcher to describe and support the main data which were gotten from the questionnaire.

3.5 Try Out Questionnaire

Try out questionnaire was used to determine the validity and reliability of the questionnaire. The try out was given to ten students of the sixth semester class of English department students of Universitas Bengkulu in the academic year 2011/2012. To find out the validity of the questionnaire, the researcher used the following formulas:

3.5.1 Validity

1. Measuring total score per item and per respondent
2. Measuring the product moment correlation (*Pearson r*) per item

$$r_b = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

3. Measuring value of t_{test} with following formula

$$t_{test} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

4. Find out t_{table} , with significance of $\alpha = 0.05$ and $df = 10-2 = 8$, with one tail test, so $t_{table} = 1.86$
5. Decide the validity by comparing t_{test} with t_{table} :
 - If $t\text{-value} > t\text{-test}$, the item of instrument is valid
 - If $t\text{-value} < t\text{-test}$, the item of instrument is invalid

where:

$t\text{-test}$:the validity of questionnaire (per item)

$\sum X$:total score of all items (per item number)

$\sum Y$:total score of all items (per respondent)

n :the number of students

r_b :product moment correlation

df :degree of freedom

3.5.2 Reliability

The researcher used Spearman Brown's formula to figure out the reliability of the questionnaire. There are four steps to test the reliability by using Spearman Brown's formula (Riduwan:2007). The steps and formulas are as follows:

- 1) Measuring the instrument reliability using Spearman Brown's formula:

$$r_{11} = \frac{2 \cdot r_b}{1 + r_b}$$

2) Finding out r_{table} and decide the reliability where:

- if $r_{11} > r_{table}$, the instrument is reliable
- if $r_{11} < r_{table}$, the instrument is not reliable

where :

r_b : Correlation of product moment

r_{11} : reliability

3.6 Data Analysis Technique

The data was put in table. The analysis procedure is to find out the factors that cause student's difficulties in translating English text into Bahasa Indonesia. The research used the following formula.

$$P = \frac{F}{N} \times 100 \%$$

(Amirul – Haryono, 1999)

Notes:

p : percentage of respondent's answer

f : frequency of each items

N: total respondents.

3.7 Procedures of Research

The collected data were the result of translation. In collecting data, several steps were completely finished. They were as follows:

1. Preparing the instrument in the form of questionnaire and interview questions
2. Try Out Stage :
 - The try out questionnaire was given to the try out class
 - The answer sheet was analyzed
 - The validity of item was investigated
 - The reliability of valid items was calculated.

- The question are was ready to be used
3. After doing the test, researchers distributed questionnaires to the subject.
 4. Researchers asked them to fill out a questionnaire.
 5. Collecting the questionnaire from the samples
 6. Interviewing some samples to get supporting data
 7. Displaying the data in the table distribution
 8. The researcher tabulated then displayed the data of problems and procedures used.
 9. The researcher described the data and explained in discussion
 10. The researcher drew conclusion.